

SDES PHILOSOPHY OF LEADERSHIP

Student Development and Enrollment Services (SDES) at UCF has adopted the Social Change Model of Leadership as the division-wide model for student leadership development. SDES staff and students strive to apply to UCF Creed: **integrity, scholarship, community, creativity, and excellence** as they practice the elements of this model.

SDES strives to develop leaders by actively engaging students in holistic development, allowing students the opportunity to create and apply ideas, learn about themselves, their community, and their world. SDES encourages the UCF community members to continue to develop open, honest, and meaningful relationships based on mutual respect.

SDES believes that leadership involves collaborative relationships that lead to collective action, grounded in the shared values of people who work together to affect positive change.

A leader is not necessarily someone who holds a formal position of leadership or who is perceived as a leader by others. Rather, a leader is one who is able to influence positive change within themselves, for the betterment of others, the community, and society.

In SDES, we are all educators. We are all life-long learners. **We are all potential leaders.**



STUDENT LEADERSHIP DEVELOPMENT

OUTCOME 2

In order to achieve Creativity and objective 4.1 (Students develop inventive ways to utilize resources effectively), LEAD Scholars who participate in LEAD All Access and LEAD Scholars classes will be able to articulate their weaknesses and possible campus resources that can assist in enhancing their leadership skills.

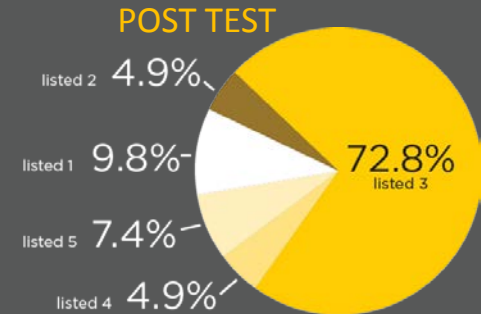
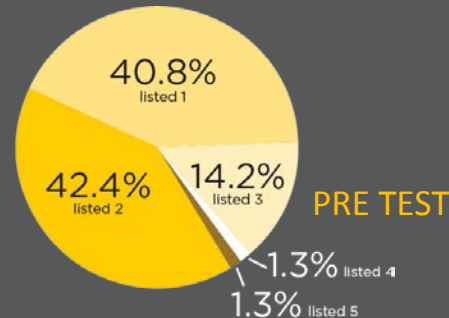
MEASURE 2.1

85% of LEAD Scholars, that attend LEAD All Access and complete an end of the semester evaluation, will be able to identify more areas of improvement in regards to their leadership development by naming more answers on the post test than the pre test, at the LEAD Scholars All Access Day in August and at the end of the Fall 2011 semester.

RESULTS

Target not met. 311 of these identified at least one response in regards to areas of improvement.

Unfortunately these responses are based on average scores and are not specific to the person(s) who answered the evaluation hence are not identifiable by student.



REFLECTIVE STATEMENT

The form that was used had an open ended space for responses for the pre test. We will discontinue this question in the future since it did not give us data that was useful for our program.

OUTCOME 3

In order to achieve Community and objective 3.4 (Students value involvement and engagement as citizens in the UCF community), LEAD Scholars All Access program will be able to identify various citizenship components.

MEASURE 3.2

85% LEAD Scholars who attend LEAD All Access, will be able to identify the 7 C's of the social change model using a locally developed post test, directly following the program.

RESULTS

Target not met. 246 students answered this question out of the 333 in attendance. 75% (185) correctly identified the correct 7 C's in a poll everywhere survey. In a paper survey directly after the event only commitment was answered correctly at the 85% level. 319 Students took the survey. 5 out of the 319 students did not complete all questions.

REFLECTIVE STATEMENT

This low number shows how we need to teach the 7 C's in a different way so that students remember the exact C's explained. One way to do that is to explain the difference between Creativity and Community in the Creed and the meaning of the 7C's.

We are changing this outcome to "Students involved with Student Leadership Development (SLD) programming will develop a sense of confidence and belief in themselves." and will focus on Lead Out Loud activities.

We have not yet evaluated Lead Out Loud, and it has been in existence since 2008. We felt that it was time to officially evaluate the program on a yearly basis. We will incorporate the 7 C's and social change model information found in this outcome and will essentially combine this outcome with Outcome 1 from 2013 forward.

MISSION

The mission of Student Leadership Development is to provide co-curricular opportunities for leadership development of undergraduate students. We do this by offering courses, workshops, and seminars/retreats in order to provide students with the understanding of the skills and strategies.

CHANGES TO PROGRAM

In LEAD All Access, we will make sure to plug in the computer prior to the presentation.

Implement Additional Training: Students are still not “getting” the 7 C’s. We need to review our teaching strategies regarding the 7 C’s, so that these words are learned by the students and differentiate between the Creed and the SCM.

In the 2012-13 plan, we will add LOL assessment measures and also intentional leadership program assessment measures for a fuller view of SLD.

We will also be comparing critical thinking of our student leaders with those who choose to quit LEAD Scholars.